

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is an innate need of human being. People communicate each other through language. Language is the medium of expression. People tend to do things in a better manner if they know and understand their significance. This is the reason why learning English is so important to be successful in today's world.

The mastering of a language has been analyzed into the command of four skills; namely, speaking, listening, writing, and reading. The ability to read and comprehend is critical not only for lifelong learning but also for adequate functioning in society. Nevertheless, "reading is a complex process that demands competence in many different skills. Learning to read involves moving from the basic mechanical skills needed to read letters and words to skills that involve understanding the meaning of words, sentences, paragraphs, and chapters"¹.

Reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text

¹Sandra F. Rief and Judith M. Stern, *The Dyslexia Checklist: A Practical Reference for Parents and Teachers*

involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting². This explanation means that comprehension processes draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memory. Weakness in any of these abilities can impair reading comprehension and can cause a student to disengage from the task of interpreting text.

Readers who are good comprehending are using a variety of cognitive skills as they read. For example, as they process narrative material they may create mental pictures (visualise scenes, actions and characters); they may reflect critically upon the relevance of what they are reading; they may seek answers to questions; they may challenge the accuracy of stated facts; and they monitor their own level of understanding. They are also able to summarise the main points in what they have read. In other words, effective readers are able to put information together, make connections, remember and retell facts, evaluate what they read, and substantiate their opinions, conclusions and predictions

The complexity of teaching reading resulting for teachers to implement effective and interesting methods on teaching reading. For students, it make them do not have more motivation and self confident to

²Peter Westwood, What Teachers Need To Know About Reading And Writing Difficulties, (Australia: ACER Press, 2008), p.31

improve their reading comprehension and they have difficulties extracting meaning from text, thus resulting in low reading achievement.

One of the teaching procedures used to improve fluency and comprehension is Repeated Reading. It simply requires readers to practise reading a short passage aloud until the success rate is above 95 per cent and the material can be read aloud fluently. Repeated Reading, if coupled with questioning and discussion after reading, can improve comprehension. A number of studies evaluating the effectiveness of repeated reading and concludes that repeated readings of a text are particularly effective in fostering greater confidence and more fluent reading in students with reading difficulties³.

According to Schumm, Repeated reading is intended as a supplement in a developmental reading program, not as a method for teaching all beginning reading skills. The method is simple: Students reread short, meaningful passages several times until a satisfactory level of fluency is reached. The process is then repeated with a new passage. The students should be reading interesting material in context. Comprehension may be poor initially, but should improve with each reading as decoding barriers are decreased. The theory behind repeated reading comes from the automaticity theory—that is, the idea “fluent readers decode text automatically and without attention, thus leaving attention free for comprehension”. The teacher’s role should be to help students obtain automaticity by giving instruction on how to

³³Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties*, (Australia: ACER Press, 2008), p.40⁷

recognize words, and then providing them with the time to practice. Repeated reading thus allows students to read fluently and understand the text in short segments before moving on.⁴ Reading with comprehension depends on rapid and accurate literal and inferential interpretation of written language, integration of ideas in the text with one's existing background knowledge.

By practicing repeated reading students will learn to read faster and more accurately and to apply gains made to more challenging texts. Although using repeated reading to develop fluency appears best suited for beginning readers who have difficulty with pacing, expression, or word recognition. Fluency is an important component of reading and it has been found that the instructional strategy of repeated reading can be beneficial in assisting readers to comprehend what they read. Repeated reading can be implemented within the classroom setting in a variety of ways. Fluency instruction is important for developing strong readers.

Repeated reading means to repeat the reading so that the respondent understands the contents of the discussion so that it can be understood easily; the purpose is to get the essence of a story or discussion so it must be read repeatedly to get answers to each question. By reading repeatedly the respondent understands the content more in accordance with the needs will certainly add to our mastery of what we read. Repetitive reading helps the respondent find the main idea of the paragraph, finding the problem in the article through searching the main idea of each paragraph in the article.

⁴Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006), p. 213

My opinion reading is an important skill in English language. Because through repeated reading we can improve our vocabulary mastery, pronunciation, our spelling, etc. Reading is useful of language acquisition. Reading has a positive effect on the readers' vocabulary knowledge, on their spelling, and on their writing.

Based on explanation above, reading comprehension problems can be minimised by providing students with texts at an appropriate level of difficulty (or if a more difficult text must be used, by providing all necessary support), pre-teaching any difficult vocabulary, ensuring that word recognition and decoding skills are mastered, devoting sufficient time to reading practice, and teaching effective comprehension strategies.

B. Identifications of the Problem

1. Teacher feel difficult to find an interesting method.
2. Teacher feel difficult to find an appropriate method in teaching reading.
3. Students have difficulties extracting meaning from text, thus resulting in low reading achievement.
4. Students usually disengage from the task of interpreting text.
5. Students do not have more motivation and self confident to improve their reading comprehension.

C. Statements of Problem

1. What do the students find difficulties on English reading comprehension text?
2. How is student's reading comprehension of MTs Wasilatul Falah Rangkasbitung using repeated reading strategies?

D. Objectives of the Research

Based on the statements of the problem above, the following lists are the objectives. The objectives of the study need to be formulated in order to know the result of the study. The objectives of the research are:

1. To find out student's reading comprehension of MTs Wasilatul Falah Rangkasbitung taught using repeated reading strategies?
2. To describe extent of the students' difficulties on English reading comprehension text?

E. Significance of the Research

The significance of the study is pointed out into two elements. Those are the theoretical significances and the practical significance.

1. Researcher
 - a. It can be used as a reference method for the future.
 - b. It can add insight for writer.

2. Teacher

- a. It is used as an input for teacher in the teaching reading comprehension.
- b. This method can be used in teaching and learning reading comprehension.

3. Student

- a. Students gets problem solving to understand the content of the text in the reading.
- b. Students are more motivated to learn because this method is interesting and make learning process more enjoyable.
- c. Students can use this method in the other subject.

F. Focus of of the Research

This research will be conducted in order to find a good way to improve the students' reading comprehension. This research is focused on the Effectiveness of using repeated reading to improve students' reading comprehension at 8th grade MTs Wasilatul Falah Rangkas Bitung.

G. Previous of the Study

This research to several previous research, the previous research:

The first research Irwan Ro'yal Ali (2010). The title of his paper is : *The correlation between students's vocabulary mastery and reading comprehension*. The purposes of his research are : 1) To know whether

there is any correlation between vocabulary achievement and reading comprehension. 2) To get empirical data about the formulated problem.

From the research above the writer compares his research with those of Irwan Ro'yal Ali. There are similarities and differences between his and the writer. The similarities between the previous study and this study :

And the differences are the location of the research and the samples of the research. The result of Irwan Ro'yal Ali skripsi is having more vocabulary of vocabulary mastery significantly affects the comprehension of the students reading activity. Moreover by having many vocabulary the students' can easily get the information and fun story written in English which finally in can enrich their knowledge by reading a lot of books.

The second researcher Neti Kurniati, skripsi, (2007), *The influence of teaching English by using picture toward students understanding of English reading text* (Experimental study MTS At-Taqwa Serang).

This research investigated the use of picture to teaching reading text. This research conducted based on the main problems: How is the effectiveness of using picture?, how is the students understanding in English reading text?, how is the influence English by using picture toward students understanding of English reading text?. The researcher collects the data from 30 students as population and sample in this research. The result of this research by using picture is show that mean = 9,7 median = 9,9 modus = 10,3 Standard deviation = 20,4 X^2 account = 3,21 table = 5,99 and data analysis of understanding the reading text show that mean = 8,5 median =

9,7 modus = 11,9 standard deviation = 29,3 X^2 account = 2,99 X^2 table = 5,99 from the analysis its means that using picture and understanding students reading text at MTS At-Taqwa is good enough.

The difference my research with the first research and second research from previous study, my research the tittle "*The Use of Repeated Reading Comprehending on English Text*". This research was 3 meeting for each my class. The first meeting teaching reading comprehension, the second meeting test repeated reading, the last meeting evaluation.

H. Organization of the Research

In order to write a good paper, it is necessary to arrange it sistematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

Chapter I (Introduction): It presents the Background of Study, Identification of the Problem, Statement of Problem, Objectives of the Research, Significance of the Research, Focus of the Research, Previous of Study, Organization of the Research

Chapter II (Review of Related Literature): Definition of Repeated Reading, Benefits of Repeated Reading, Steps of Repeated Reading, Definiton of Reading Comprehension, Levels of Reading Comprehension.

Chapter III (Methodology of Research): Objective of the Research, Method of the Research, Instrument of the Research, Technique of Data Collection, Technique of Data Analysis, Place and Time.

Chapter IV (Data Presentation and Analysis): This chapter explains The Description of Data and the Analysis of Data.

Chapter V (Closing): This Chapter consists of Conclusion, Implications, Suggestions.